

FE Week

LEP GUIDANCE FALL-OUT



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MORGAN'S MAKE OR BREAK REPORT



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Award-winning singers Hannah Deason-Barrow and Joe Robinson

Hannah and Joe make song and dance of competition

Richard Huish College students Hannah Deason-Barrow and Joe Robinson wiped the boards at a local young music theatre singer competition, coming first and second.

The competition, held at Taunton School, was part of Taunton Festival of the Arts and was aimed at 14 to 18-year-olds.

Hannah, aged 17, sang I'll Be Here from Ordinary Days and They Just Keep Moving The Line from Smash. Joe, 18, sang Master of the House from Les Misérables, Leaning on a Lamp Post from Me and My Girl and Mr Cellophane from Chicago.

Hannah said: "I was over the moon that I won. Musical theatre is definitely what I want to do in the future."

Joe said: "It was a confidence booster and reassurance that I can do it."

GOVERNMENT SCRAPS 'DETERRENT' APPRENTICE RULE

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A controversial five-year rule that has put off "hundreds" of potential apprentices by forcing them to re-sit GCSEs they already have is to be scrapped.

New apprenticeship frameworks written after April 6 will no longer include the rule, which meant learners with English or maths GCSEs achieved more than five years before enrolment would have to re-sit them or take equivalent Functional Skills qualifications.

The Department for Business, Innovation and Skills (BIS) confirmed it had removed the rule — in place since 2009 — from the latest version of the specification of apprenticeship standards for England (Sase), but individual frameworks will need to be amended to reflect the change.

A BIS spokesperson told *FE Week*: "Subject

to Parliamentary process the modification will come into effect on April 6. This change will further simplify the apprenticeship rules for employers, training providers and learners."

It comes after Business Secretary Vince Cable said in December that he had approved plans to scrap the rule "in principle", following threats of legal action by independent learning provider PBDevelopment. It had launched judicial review proceedings, but they never made it to court.

And the rule had been especially unpopular among early years training providers such as PBDevelopment, because the new early years educator (EYE) framework, released last August, did not allow Functional Skills as an alternative, meaning learners with older qualifications could only retake GCSEs.

PBDevelopment director Ross Midgley said:

"It's a great pity that it took an expensive judicial review to force this change. The five-year rule has put off well into the hundreds. Not to mention all those who have not been put off, but have had to endure the stress and wasted time of achieving qualifications twice.

"However, the battle is not yet over. Changing Sase makes changes to apprenticeship frameworks possible, but it does not automatically make them happen.

"What the early years sector now needs, urgently, is a retrospective amendment to the framework so that people with older qualifications are not obliged to retake them just to get through an apprenticeship."

Stewart Segal, chief executive of the Association of Employment and Learning Providers, said: "The rules have not yet changed for new starts. This means that if an apprentice starts today and their GCSEs are more than five years old they still have to

meet the requirements of the framework that they are on.

"The SFA will inform providers when the new regulations will apply but we are hoping there will be a transition period.

"Once these new regulations apply, then apprentices that have an old GCSE will already comply with the requirements of the Sase but they may still have a need to improve their English and or maths."

Teresa Frith, senior skills policy manager for the Association of Colleges (AoC), said: "While this may encourage more people to consider apprenticeships, it could also encourage employers to take on people who already have good English and maths qualifications as they will require less study time. This could result in limiting opportunities for those who've not achieved higher grades."

See editor's comment on page 8

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NEWS

FUNDING FEARS AS LEPS DOCUMENT REVEALS ‘RELATIONSHIP’ REQUIREMENT

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Colleges could lose out on funding if local enterprise partnerships (Leps) don’t engage with them, Association of Colleges chief executive Martin Doel has warned after the Skills Funding Agency (SFA) published new guidance.

In a document entitled Local Enterprise Partnerships: increasing their influence on skills budgets, the SFA said future funding agreements would require colleges to demonstrate a relationship with their Lep. It also says that Leps will get a say in how additional growth funding is allocated.

But Mr Doel warned that colleges that had tried and failed to engage with Leps because of a lack of interest from the Leps could lose out on funding. He said: “It is well recognised that the capacity of Leps to engage in this activity is variable as is their level of interest, despite the determined effort of colleges to engage.

“It is also important to ensure that this work does not develop into an overly bureaucratic exercise that consumes scarce resources in detailed planning that is a poor fit for the complex, multi-layered and rapidly changing needs of a modern economy at the local, sub-regional, regional and national levels; colleges have a role to play at all of these levels and work with many stakeholders and to many other imperatives as well as Leps.

“However, colleges should not be punished financially because their Lep does not engage with them, or because the Lep identifies and



See pages 6 and 7 for more on Leps

chooses to fund other local priorities, such as roads or buses.”

The release of the document comes after Ofsted’s annual report on FE and skills for 2013/14 raised concerns that Leps were “not collaborating sufficiently to ensure that vocational training is planned to help reduce skills shortages”.

In 2012, an AoC report set out the “need to improve the conditions for more meaningful engagement” between Leps and colleges after it identified issues in the first year of the new organisations’ existence. But last year, Mr Doel told *FE Week* that “all but two” of the Leps were now engaged with local colleges.

Nevertheless, as well as encouraging Lep representatives to join governing boards in their areas, the SFA document also invites Lep input into the SFA’s review and allocation process for underspends. Leps will also be asked to assist and support procurement activities, it says.

South East Midlands Lep chair Dr Ann Limb (pictured), speaking on behalf of the LEP Network Management Board, welcomed the document and the powers it laid out for Leps.

She said “This report is both welcome and timely. It clarifies in detail the helpful role SFA can play at both national and local levels in ensuring employers skills needs are met.

“It offers an overarching framework which should encourage consistency of delivery with opportunities for local flexibility and innovation. It will guide Leps in their discussions with FE colleges and training providers in setting local economic and skills priorities.”

Commissioner visits first two local authority providers

BY REBECCA COONEY & PAUL OFFORD
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The FE Commissioner has made his first two visits to inspect local authority provision, *FE Week* can reveal.

Dr David Collins visited Lancashire Adult Learning (LAL), run by Lancashire County Council, and Warrington Borough Council last month to review adult learning after grade four Ofsted inspection results.

The commissioner’s powers of intervention extend to FE corporations, designated institutions, and local authority-maintained FE institutions, but he had only previously inspected general FE colleges.

He visited LAL after the education watchdog’s report in December dropped the provider from good to inadequate.

Inspectors said: “Outcomes for learners have declined over the last three years from very high levels to around national averages.”

Following the Ofsted report, the principal of Lancashire’s outstanding-rated Nelson and Colne College, Amanda Melton, became principal and now splits her time equally between the providers.

Previous principal Joyce Dalton, who had been acting in the role, left at the end of August and the Ofsted report noted “the loss

College denies it could ‘run out of cash’

Lewisham Southwark College has denied it could “run out of cash” by the end of the year. Chief executive Ian Morgan, who stood down as interim principal last month, told *FE Week* there was “no question” the warning, issued by a financial adviser and reported in college minutes, would come true.

It came despite the reported £14.5m sale of part of the grade four college’s Waterloo site, in Southwark, to developers with outline planning permission for 44 new homes.

It is the latest in a series of colleges visited

FE WEEK NEWS IN BRIEF

ESF delay goes on

A delay in agreeing cash for European Social Fund (ESF) projects to help unemployed people into work is set to continue.

Concerns have been raised that a delay in an agreement on ESF programmes could leave providers unable to continue running the courses, as previously reported in *FE Week*.

A European Commission spokesperson was unable to give a date when the agreement would be reached and told *FE Week* the process was “ongoing”.

Online forum launches

The Skills Funding Agency (SFA) has launched an online Q&A forum on the new funding rates and formula for 2015/16 published this month.

The forum, on feconnect, ends Friday (February 27). An SFA spokesperson said: “Nick Ayton and members of the SFA’s Funding Rates and Calculations team will be responding to posts in this forum.”

Email cst@sfa.bis.gov.uk for information on feconnect and email servicedesk@sfa.bis.gov.uk or phone 0370 267 0001 for information on funding rates.

Firms make NAW pledge

More than 50 firms have made apprenticeship pledges in the run-up to National Apprenticeship Week.

The week, which runs from March 9, is being boosted by a pledgeometer — and a total of 53 firms had so far pledged to take on apprentices at the time of going to press.

A National Apprenticeship Service spokesperson said: “Businesses can include any apprentices they intend to recruit up to December 31, 2015, within their pledge. Last year, we received more than 20,000 apprenticeships pledges.”

Visit nas.apprenticeships.org.uk to pledge.

of senior management posts has not been managed efficiently”.

A LAL spokesperson confirmed the commissioner had visited and met with officials, but declined to comment further.

Warrington’s Ofsted report, also published in December and dropping the provider down from a good rating, found “key procedures for managing subcontractors’ work and improving the quality of teaching, learning and assessment are weak”.

Gareth Hopkins, assistant director for human resources at Warrington, said: “We have an action plan in place, which will be monitored by senior management to ensure

that the necessary improvements are quickly made to get this service back on track. A number of identified issues have already been addressed.”

Meanwhile, Dr Collins has also made visits to several more colleges in recent weeks. City College Brighton and Hove was visited over financial concerns, as was New College Nottingham and Central College Sussex.

Greenwich Community College was visited after a grade four inspection result, which is the same reason he’s due this month at Barnfield College, which was visited by the FE Commissioner already last year over financial concerns.

'More resources' defence to digital criticism

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The Association of Colleges (AoC) has defended its members' efforts to meet business needs for a digitally skilled workforce after a group of Peers said provision was "patchy, unresponsive and not meeting employer needs".

Matt Dean (pictured below), AoC technology policy manager, hit back at the House of Lords digital skills committee's latest report, Make or Break: The UK's digital future.

The report further said: "FE colleges need to move up a gear and provide industry-designed and endorsed short courses that are going to lead to a job."

But Mr Dean said government and businesses needed to act to fill the skills gap, claiming colleges needed more resources and more input from employers.

He said: "The report rightly highlights that there is some excellent provision of education and services in colleges to help prepare young people and adults for the world of work.

"But for this to be more widespread, there needs to be more support from government, funding agencies, regulators and awarding bodies; for example, in streamlining the accreditation of new qualifications to meet the requirements of digital industries.

"Colleges already work with a large number of employers, because they recognise the importance of

forging these links, and they would like to do more. However, this requires more businesses to be willing to develop staff training that reflects industry practice and that might be provided by, and within, the college."

His insistence that colleges were working to fill the skills gap has been backed up by FE technology experts and sector leaders.

Bob Harrison (pictured below right), a member of the Further Education Learning Technology Action Group (Feltag), said: "I think the FE sector has already decided it needs to sort itself out, and it is nice to have the weight of the House of Lords behind it, but I would say that the time for reports has passed, and it is now time for action."

Education Foundation co-founder Ian Fordham, who co-authored November's Digital Colleges: The Journey So Far report, said: "A systemic challenge needs joined up solutions. As our report showed, far from colleges sitting in the trenches, many are now the 'digital warriors' — pioneering new approaches to learning and responding directly to industry needs.

"The authors have rightly laid the gauntlet down to colleges, but also aims its fire at schools, universities and government to take steps to turn Britain into a digital nation."

Sixth Form Colleges' Association chief executive David Igoe said: "Sixth form colleges,

like schools have a critical role to play in developing the use of digital technology as a pedagogical tool and to encourage career pathways for both genders into engineering and the myriad of industries now highly dependent on digital — for example media and journalism.

"All this needs appropriate investment in IT and digital infrastructure and we would welcome any move to ensure colleges have the platforms and connectivity to respond to whatever new technology emerges in the coming years."

Stewart Segal, chief executive of the Association of Employment and Learning Providers, said: "Apprenticeships in the digital sector were one of the first standards to be developed in the Trailblazers and training providers have been involved in the process.

"And with the taking forward of the Feltag report, we believe that there will be growth in the number and quality of apprenticeships in this sector at all ages over the next five years."

However, David Hughes, chief executive of the National Institute of Adult Continuing Education, called for more recognition of the lifelong needs for digital skills rather than a "narrow focus on young people in schools, colleges and universities".

The Department for Business, Innovation and Skills declined to comment.

See page 13 for an expert piece by digital skills committee chair Lady Morgan

Key findings on FE and skills from the Lords committee

- Further education will play a key role in developing high-level digital skills
- Evidence showed that FE colleges were already well-placed to link local people with training and jobs, but provision is patchy, unresponsive and not meeting employer needs
- There is an urgent requirement for comprehensive industry input into the further education system. The Government should encourage strong partnerships between industry and colleges. Training delivery must be revamped. Further education colleges need to move up a gear and provide industry-designed and endorsed short courses that are going to lead to a job
- Skills funding is not presently targeted sufficiently to improve the capacity of the UK's workforce and grow its economy. Provision is cumbersome and slow to adapt
- Over recent years there has been a decline in the number of apprenticeships taken up across all subjects. In England apprenticeship starts across the board in 2013/14 had fallen by 13.7 per cent from the previous year. Apprenticeship starts in ICT fell from 19,520 in 2010/11 to 14,120 in 2012/13; and dropped again to 13,060 in 2013/14
- There is no evidence that apprenticeship numbers are yet anywhere near meeting the ambitions of the scheme. In fact, witnesses agreed that the number of apprenticeships, particularly high-level apprenticeships, was far below what the economy needed

FELTAG REVIEW SAYS LEADERS HAVE POWER TO 'MAKE TECH HAPPEN'

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Further education leaders must be at the forefront of improving technology use in the sector and implementing the recommendations of the Further Education Learning Technology Action Group (Feltag), the government has said.

The Department for Business, Innovation and Skills (BIS) published an update on progress made the sector in the six months since it published its response to the Feltag report, which came out in February last year.

The update, published on February 13, said: "The level of engagement by providers and individuals has been very encouraging and shows no signs of abating."

It added: "Many colleges and providers are realigning their teaching and learning strategies accordingly, but there is more to do and it will be the leadership in the sector that will make it happen."

The update pointed to the learning futures programme from the Education and Training Foundation (ETF), and delivered by Gazelle, and its work with technology charity Jisc as an example of FE leaders and managers developing capabilities.

One of the key recommendations in the Feltag report was that all courses should include 10 per cent online delivery to receive funding by 2015/16. However, the update echoed Skills Minister Nick Boles's comments at the BETT conference last month that the

recommendation was "more of a vague target" than a requirement, saying the government had reviewed the recommendation "in the light of concerns raised about setting a target without first testing the impact".

It added it was carrying out a "temperature check" on current online delivery levels which, along with the 2014/15 ILR data returns, it would use to make future funding policy.

Introducing the update, Mr Boles said government would remain "engaged" with the process. But, he added: "It is for the FE sector to shape how technology is best used to deliver the most efficient and effective learning outcomes."

The report also called for investment in technological infrastructure said almost 100 colleges had taken up the offer of BIS funding to upgrade their systems.

Feltag also recommended Ofsted scrutinise providers' use of technology in the classroom as part of its inspections. However, the update said Ofsted was "agnostic" about specific methods of teaching, but it had "accepted the recommendation that it should increase its training and guidance for inspectors around education".

In the future, the report concluded, the ETF and Jisc would be "helping providers and practitioners to create better digital content" and engaging employers to improve access to industry-standard technologies, as well as planning how to develop Feltag over the next year.

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Merger casts jobs shadow

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Staff at the National Institute of Adult Continuing Education (Niace) and the Centre for Economic and Social Inclusion (Inclusion) face an uncertain future with a possible merger on the horizon after the two organisations formed a “strategic alliance”.

Neither organisation said it could “rule out job losses or a name change” if the alliance, which entails shared resources and joint contract tenders, resulted in formal merger later in the year.

Niace chief executive David Hughes (pictured) told *FE Week* the move to form an alliance was part “exploring whether a more formal arrangement or even a merger is a sensible way forward”.

“It may or may not happen, but meanwhile we’re going to develop working relationships between our staff and that work starts today,” he said.

The alliance came into effect on February 2 and statements from both organisations said it would be “business as usual” over the coming months.

“In a world in which policy makers, Local Enterprise Partnerships and others increasingly talk about how to integrate employment and skills, we felt it made sense to bring the two organisations to work more closely together,” said Mr Hughes.

He said the shared “purpose, ethos and values” of

65-worker Niace, which is based in Leicester, and 20-worker Inclusion, based in London, meant the process of aligning the organisations’ work would be “simple”.

“Nobody else will be able to offer the same level of standing across the welfare, employment and learning and skills systems than we can combined, and that’s the driver behind this,” he said, adding that no decision on where a merged organisation might be based had been taken.

Inclusion and Niace have collaborated in previous years sharing research, but Inclusion chief executive Dave Simmonds said the alliance would mean they could achieve “a greater impact”. “Our strategic alliance will combine our expertise to offer more to our stakeholders,” he said.

“It will create exciting opportunities to deliver new services, more research and new ideas in the challenging times ahead.”

He added the partnership would be “focused on improving skills and employment support for everyone, but especially for those who need it most”.

The alliance will centre around five core areas — a united voice on employment, skills and lifelong learning, integrated, practical research and policy development, a new national events, campaigning and public affairs function, improving service and cost-effectiveness and developing the options for closer working.



Careers advice hotline brought under one roof

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Careers advice hotline services for young people and adults are to be brought under one roof after Serco was awarded a £6m Skills Funding Agency (SFA) contract to deliver both.

Serco, which previously ran the National Careers Service (NCS) advice line for adults, will also take up the service for young people, previously delivered by BSS.

Serco’s existing contact centre in Newcastle will expand to take on the new work, with a total of 118 staff, with workers from the BSS sites in Leicester and Manchester having been offered posts.

Both BSS and Serco, which has an initial contract for three years with the option of a two-year extension, achieved grade two Ofsted ratings for their services.

A Serco spokesperson told *FE Week*: “All BSS employees were offered a TUPE transfer to Serco. A number of employees found new jobs elsewhere.

“The employees who transferred have decided not to take up the roles on offer due to location. We have offered them support in terms of finding alternative roles and they



will also receive a financial package.”

Sean Hanson, managing director of Serco’s public sector outsourcing business, said: “I am delighted and excited to be extending our partnership with the SFA to provide careers advice and information for the NCS.”

The new centre is expected to be accessible seven days a week and 14 hours a-day on telephone and online.

Joe Billington, NCS director, said: “We’re delighted to be working with such an experienced service provider as Serco to ensure users receive the best possible service.”

An SFA spokesperson said the contract had been awarded following a “competitive procurement process”. She said: “This is part of an integrated approach to the delivery of careers information and advice to young people and adults in England.”

Jan Ellis, chief executive of the Careers Development Institute (CDI), the professional body for careers advisers, said: “Congratulations to Serco. We’re really delighted that it’s going to be delivering personalised support and inspirational career guidance.

“And the CDI would hope that people providing the service are qualified to do so and are members of the CDI.”

The CDI sits on the advisory board of the new careers and enterprise company, proposed by Nicky Morgan in December to provide links between schools and employers — but Ms Ellis said the two services would be “completely separate”.

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- **Yvonne Fovargue MP** - Shadow Minister for Education
- **David Corke** - Director of Education & Skills, The Association of Colleges
- **Laura-Jane Rawlings** - Founder of Youth Employment UK
- **Katerina Rudiger** - Head of Skills and Policy, Chartered Institute of Personnel and Development (CIPD)
- **Sarah Foxall** - Corporate Affairs Lead for Youth & Skills, Microsoft Ltd
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Supporting part-time teachers

The Further Education Trust for Leadership (Fetl) has handed fellowship grants, worth up to £40,000-each, to four senior figures from the world of FE. Reporter Paul Offord spoke to Ann Creed for the fourth and final piece in a series of *FE Week* articles to focus on the chosen fellows.

Experienced project manager Ann Creed hopes her research for Fetl will help give part-time teachers more influence over how they are managed.

Improving the lot of teachers is an issue dear to her heart, as she has spent much of the last eight years working on projects geared toward boosting their professional development with organisations including the Learning and Skills Improvement Service, the National Institute of Adult Continuing Education and the Workers Educational Association.

Her research will focus on how different leadership styles affect the attitudes and wellbeing of part-time teachers who often have to work away from their employer’s main base.

She said: “What I don’t think has been addressed is whether there are more effective ways of leading those sort of people working in outreach locations.

“These part-time teachers may not have the same links to a particular provider as full-time staff and could, in fact, be working



Ann Creed

for two or three different providers within a locality on a part-time basis. They could be getting pulled in different directions by different employers.”

Ms Creed said her research would aim to identify what outreach teachers think about leadership and “see what ways of leading supports them best to deliver high quality teaching and learning”.

She added: “The whole purpose of my research will be to give teachers a much stronger voice in leadership, rather than focusing on management

issues which is where thinking is usually confined.

“The majority of the FE teaching workforce is part-time and their activities with students and the outcomes achieved are the foundations of the sector’s success.”

Jill Westerman CBE, chair of Fetl, said: “The role of part time tutors often working across a number of organisations and a wide geographical area is a key leadership concern facing many organisations today. We feel Ann’s research will contribute greatly to the leadership of thinking in this area.”



Jill Westerman

Ofsted halving number of FE reports per year

Ofsted has announced plans to halve the number of times it publishes official FE statistics to two a year in response to a month-long consultation.

The consultation, which opened on August 11 on the education watchdog’s website, received 22 responses — 73 per cent of which agreed with the proposal to reduce the number of releases to two a year.

In its response to the consultation, Ofsted said: “As a result of the responses, we will reduce the frequency of our FE official statistics.

“In conjunction with this, we will publish monthly management information that will provide a frequent and timely snapshot of inspection judgements throughout the academic year (September to August) to date.”

The last quarterly official statistics were published in December and the first bi-annual report will be released in June, with the next due in December.

The monthly management information will include provider-level data on judgements in areas such as apprenticeships and 16 to 19 provision, as well as a breakdown of subject area judgements as well as key findings on the sector as a whole.

However, the “snapshot” will not include learner information, performance data and success rates or examples of good practice.

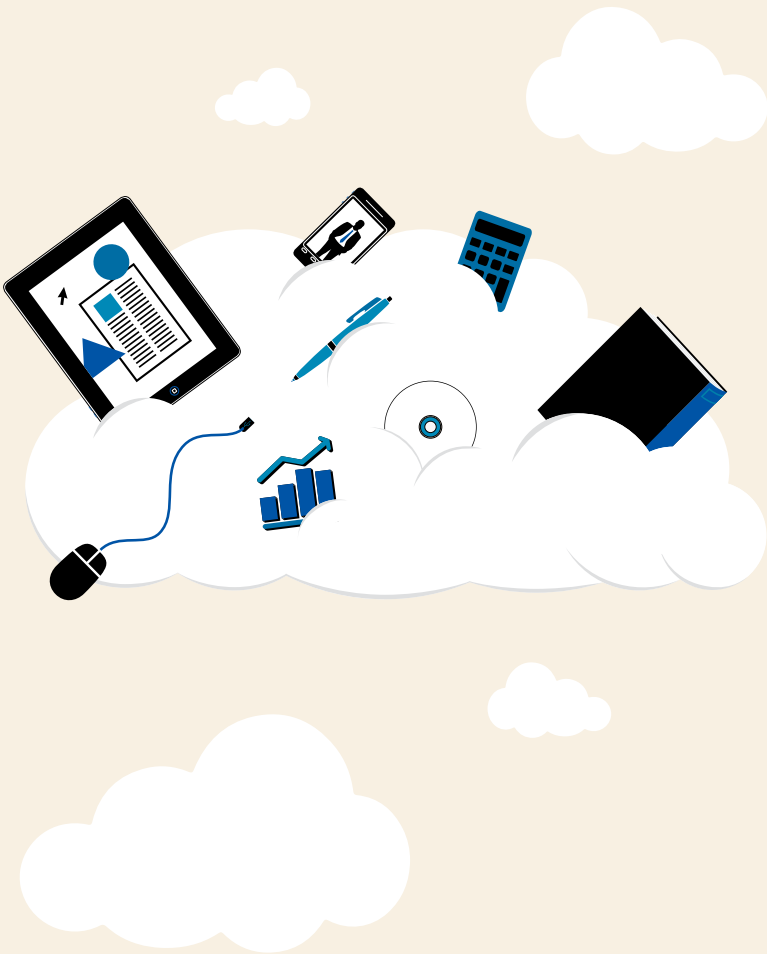
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Unionlearn rejects Labour apprenticesh

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Labour proposals to abolish level two apprenticeships were rejected by Unionlearn at the Association of Employment and Learning Providers (AELP) 2020 Vision conference.

Tom Wilson, director of the education wing of the Trades Union Congress (TUC) told audience members in London's Congress Centre that plans would be a "grave injustice".

"We do not think that level two should be abolished," he said on Thursday (February 19).

"I think that would frankly be a grave injustice to the thousands and thousands of apprentices who've currently got level two.

"Of course, everybody aspires to level three, we aspire to level three, wouldn't it be great if level three become the norm?

"But the way to do that is not just to abolish at a stroke level two, it's to work with employers, work with unions, work with the sector bodies and try and create that sense of progression."

He described his comments as "a plea for a bit more nuancing and a bit more care in how these issues are expressed".

Stewart Segal, AELP chief executive, also blasted the policy, saying Labour had "got it all wrong".

"All this talk of higher apprenticeships is great," he said.

"But at the same time they're talking about getting rid of level two and this has to be a ladder of opportunity and in my view it should start at level two."

The role of apprenticeship providers in ongoing reform discussions was also hot topic as the conference — aimed at examining the future for learning providers over the next five years — opened.

Mr Segal outlined his key issues with the reforms, which have seen apprenticeship standards redesigned by trailblazer groups of employers, and proposals to route funding through employers rather than providers.

"I'm trying to separate the trailblazer and standard issues from the funding issues," he said.

"We did need to refresh the frameworks — in fact we've been putting off doing it for the last few years because we knew something big was coming."

He said AELP "absolutely" supported the principals of the 2012 Richard Review of Apprenticeships, which laid the groundwork for the reform proposals.

However, he said: "I want to see employers getting control of funding — but not getting the actual pound notes through their bank account, that's where we have the issue."

He went on to acknowledge that government was beginning to pay more attention to training providers' concerns.

"We've made our views clear, we hope that if we can work together with all stake holders with all the sector experts we could find the model that will drive that growth that all the political parties have committed to," he said.



From left: Unionlearn director Tom Wilson, AELP chair Martin Dunford, AELP chief executive Stewart Segal, Skills Funding Agency director of apprenticeships Sue Husband and Professor Bill Lucas, of the Centre for Real World Learning



Delegates listening to speakers



Delegates consider the views of what the next five years might bring

Throughout the conference delegates had the chance to vote on the issues being discussed. Here's how the voting went:

Question: How concerned are you about the trailblazer process?

Answers: very concerned — 33 per cent, a

little concerned — 57 per cent, fine with it — 8 per cent, and not concerned at all (it will improve the apprenticeship programme) — 2 per cent.

Question: How do we increase the number of traineeships?

Answers: a greater commitment from local

job centres to make referrals — 23 per cent, allow all providers access to the programme — 18 per cent, improve careers advice offered to young people — 50 per cent, and simplify the contracting process — 9 per cent.

Question: What role should Leps perform?

He was followed by Skills Funding Agency (SFA) director of apprenticeships Sue Husband.

"The apprenticeship reforms are crucial in ensuring that apprenticeships are fit for purpose to support the skills system now and in the future," she said.

"Key to these important changes are making sure that employers are in the driving seat and can shape the competencies required in a successful apprenticeship."

She added: "The role of training providers is vital for apprenticeships both now and in the future.

"Training providers are expertly placed to step up and influence the future. Your involvement and your voice are crucial."

The attention turned to Local Enterprise Partnerships in the afternoon with the conference coming just days after the SFA

released a document detailing how it planned to increase their influence on skills budgets.

Mr Segal told *FE Week* this could have a particular impact on his members.

"There are issues for national providers who are delivering locally in multiple Leps. The processes for local links have to take into account that providers and employers often operate across many different Leps," he said.

"Because of the way that independent training providers are funded by the SFA, ie funded on delivery in response to local employer demand, we are confident that their provision is meeting local economic needs."

And in a panel discussion at the close of the conference, Mr Segal warned against an overemphasis on localism.

"There has to be a balance between national programmes and the benefits you get from that — being high profile, everybody

knows where they stand, everybody has access to it — and then local influence on that national programme," he said.

"When you're looking at a core programme like apprenticeships, traineeships, work programmes, they should have some standardisation so everybody knows where they stand, and then if locally that group of organisation can enhance and improve that position then that's great.

"If it doesn't look like it's going right, those national programmes should be challenged by those local organisations, but it's not about having your own one — we've all come from a time when we were involved in Training Enterprise Councils and we had 74 different systems, I don't think we want to go back to that."

South East Midlands Lep (Semlep) chief executive Daniel Mouawad said: "We don't

ip policy as AELP looks five years ahead



Skills Funding Agency and Education Funding Agency chief executive Peter Lauener

Answers: improving labour market information — 58 per cent, co-ordinating delivery on the ground — 14 per cent, direct contracts with a Lep — 6 per cent, influencing and monitoring national contracting — 22 per cent.

want to be controlling the funds but we certainly want to ensure that we bring the right influence on where the funding goes to ensure that we close the skills gap that is clearly opening up in our labour market.”

Peter Lauener, chief executive of the SFA, sought to reassure providers about the document.

“The main mediation needs to happen between colleges, providers and Leps without SFA getting in the way,” he said.

“The document is about a direction of travel and trying to establish the importance of the Lep relationship, about trying to clarify rules and responsibilities.

“I don’t think people should read into it too much as a definitive fully mapped system, but the devolution agenda is important, its powerful, it’s not going to go away.”

CONFERENCE-GOERS HAVE THEIR SAY

FE Week reporters Rebecca Cooney and Sophie Scott hit the AELP conference floor to meet delegates.

They asked them (Q1.) what would you like to see all political parties include in their manifestos for the general election?

They also asked (Q2.) what is it important for providers to be doing to ensure their survival to 2020 and beyond?



Jayne Williams
Chief operating officer, In2Ambition

Q1
They really focus on destination and not on putting people into positions that don’t go anywhere. And an understanding that the three parties are not going to re-invent the wheel, which disrupts everything going forward

Q2
There has to be a coalition across all stakeholders, whether provider, a politician, an institution, we should all be working together



Steve Cressey
Head of partnerships and projects, Vision West Nottinghamshire College

Q1
A continued focus on apprenticeships and certainly probably a change in the traineeship policy to widen the opportunity for more providers to give scope to deliver the traineeships

Q2
We have to up the game in terms of ensuring the quality of provision we are offering to employers is exemplary and specialising in the areas where the employers need the additional support



Lindsay Collins
Director of operations, Essex Provider Network and Kent Association of Training Organisations

Q1
Sustained commitments to apprenticeships, certainly, but inclusive of intermediate, advanced and higher, recognising there is still a need for intermediate. Better careers advice within schools

Q2
They need to be ensuring the quality of their provision and they need to be expanding their provision to meet the needs of the employers further, looking at wider sectors



Denise Clements
Head of business development at IPS International and chief officer at Kent Association of Training Organisations

Q1
Employer engagement. The inclusion of employers, the promotion of apprenticeships to employers and making sure it is an easier journey – less bureaucracy

Q2
They need to be looking at the whole workforce development and the need to diversify, and not only offer apprenticeships but diversify to meet employers’ needs



Kim Pattison
Head of communications and public affairs, Interserve

Q1
Absolutely putting the learner at the heart of apprenticeships. Better information, guidance and advice at schools. Joining up of skills and employment initiatives for young people

Q2
Following the trends in the way the economy and jobs are changing. Apprenticeships cover 1,700 different roles in 150 industries, but that is changing daily and as a provider we need to stay ahead



Andrew Gladstone-Heighton
Policy leader at NCFE

Q1
I’d like to see apprenticeship funding not completely devolved to employers because I believe there’s a danger of getting rid of what is good in terms of what is fashionable politically

Q2
Focussing on getting learners into jobs or progressing on to further opportunities and measuring that progression



Kevin Davis
MIS manager at Learning Curve

Q1
I think they need to engage more with employers on apprenticeships. We don’t struggle to find learners but we do struggle to find employers

Q2
Quality. They have to provide a good standard of education and help the learner. If you do that you’ll provide some success within the organisation



John Hyde
HIT Training chair

Q1
I wish they would shut up and let us get on with the apprenticeship programme ourselves, as none of them seem to know what they are talking about

Q2
Get into every MP’s surgery and tell them the facts of life



Tony Forster
Vocational education & curriculum manager, City & Guilds

Q1
I’d like to see apprenticeship funding not completely devolved to employers because I believe there’s a danger of getting rid of what is good in terms of what is fashionable politically

Q2
Focussing on getting learners into jobs or progressing on to further opportunities and measuring that progression



Kufa Matiya
Chief executive, In2Ambition

Q1
There needs to be a co-ordination in how we deliver apprenticeship programmes

Q2
We have to be innovative and creative in terms of how we go about our training. What are you doing to attract people?

Functional Skills provokes lively discussion

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A lively discussion took place about the future of Functional Skills with the closing date for the Education and Training Foundation (ETF) review of non-GCSE English and maths qualifications fast approaching.

The AELP conference played host to a break-out session, led by the ETF, where delegates discussed the strengths and weakness of Functional Skills and whether GCSE was the best outcome.

With the consultation ongoing, a number of key themes already emerged, according to many of the delegates.

They included a desire not to see more, or new, qualifications; a lack of clarity around the purpose of Functional Skills qualifications; low awareness among employers and learners desire to understand the relevance, purpose and importance of maths and English for motivation.

A delegate said: “The root of the problem is not that Functional Skills

don’t work — it’s that it is seen as inferior. They are still relatively new and if we create a new thing then we will have another five years of people not understanding.”

While another said: “The reality is when it comes to businesses, once you work for a year the company doesn’t care how many GCSEs you have, it’s about experience. Sometimes you talk to an MD and ask them what their maths GCSE was and they avoid the question — how can they ask the same of young people? It’s about getting the right message out about Functional Skills.”

It was announced in December that former Jersey principal Professor Ed Sallis was to head the ETF taskforce looking at the teaching and accreditation of maths and English — including Functional Skills but not GCSEs — for learners unable to reach D grade GCSE.

To take part in the consultation visit pyetait.com/jointheconvo by Tuesday, February 24.

FE WEEK COMMENT

Shutting the door on five-year rule

It may have been agreed "in principle" by Business Secretary Vince Cable at the back end of last year, but many will have been waiting for official confirmation before breathing a sigh of relief that the troublesome five-year rule was actually being scrapped.

We now have that confirmation, but the scrapping takes place in more than a month from now when new frameworks will not have to include the rule. You've got to ask whether having seen the wisdom of the move, it is too much to ask that it happens sooner?

The government's laudable drive to improve English and maths lies behind this whole issue — and for early years educators, the government's disastrous rejection of Functional Skills as an alternative to GCSEs made the five-year rule all the more problematic.

It was for this group that the deterrent effect of the five-year rule will have been felt most keenly. How many 40-year-old learners would have been happy to wait until June and then troop into a hall full of Year 11s to resist a qualification they already held?

Perhaps if the schools sector could improve its English and maths record then FE and skills would not be left reeling by well-intentioned policies that aim ultimately at shutting the stable door once the horse has bolted.

Chris Henwood

chris.henwood@feweek.co.uk



TOP DIGITAL SKILLS TWEETS

@MoodleMcKean: Lords say digital skills will make or break the UK - UK Parliament report a useful read for @AELPUK 2020 delegates

@EvsGWales: Digital skills should be core subjects, says report- Yes! What jobs will there be in 10yrs time? Gamers can earn £800k!!!

@ladyjenkin: FE set ball rolling with digital skills training jobs. Is extra funding rolling in from somewhere?

@eezsw: "UK companies can do more to bridge the digital skills gap" Invest in training and hire an apprentice!!

@joehonywill: On digital skills - "Digital literacy is an essential tool that underpins other subjects and almost all jobs."



Parties challenged on 'experiential careers advice'

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Skills Show organisers Find a Future have challenged political parties to promise young people access to "experiential careers advice".

Its boss, Ross Maloney, called for the parties to pledge more detailed careers guidance, including opportunities such as the 'have-a-gos' available at the Skills Show, in their manifestos.

"Many young people are currently unclear about the opportunities open to them, from apprenticeships, traineeships, FE and training," he said. "We are calling on political parties to pledge to ensure all these avenues are properly promoted and utilised if elected."

A Find a Future spokesperson told *FE Week*: "Political parties should prioritise the provision of experiential careers advice for all young people."

In a speech earlier this month, Labour leader Ed Miliband said that his party would introduce "proper work experience compulsory

for all as part of the school curriculum".

A Conservative Party spokesperson said the careers and enterprise company proposed by Nicky Morgan in December would "help young people access the best advice and inspiration by encouraging greater collaboration between schools and colleges and employers".

But, speaking to Rolls-Royce workers at a factory in West Sussex last week, Prime Minister David Cameron said: "There are good things happening, but I think there are a couple of areas we still need to get right. One is the careers advice we give to people in schools. So often when I meet apprentices and I ask 'how did you hear about the apprenticeships' they say 'well, I found it online' or 'I knew a family friend' or 'I knew the business because it was nearby'. I don't get the answer enough: 'I was told at school about the apprenticeship pathways as well as the university pathway.'"

He also promised to publish job prospects data and likely salary for each university and academic course, and apprenticeship.

A Lib Dem spokesperson said: "We have

included in our pre-manifesto, plans to improve the provision of independent careers information, advice and guidance for all, including through job centres for people seeking new options later in life."

It comes with Labour unable to guarantee that 16 to 19 funding, which it said it would ringfence within an "overall" education budget, could not be shifted to school spending. Speaking to *FE Week* following the ringfence announcement, Shadow Education Secretary Tristram Hunt said: "We will put forward those spending proposals when we're in government."

Lib Dem leader Nick Clegg, who has pledged the same ringfence protection as Labour, also declined to say whether 16 to 19 education would get its own internal ringfence.

Speaking at this month's Skills Summit in London, Skills Minister Nick Boles said he would not "offer or guarantee" that his party would offer the same protection.

See page 14 for a ringfence policy expert piece by Mick Fletcher

COMMENTS

Ed Miliband to pledge 'apprenticeship guarantee' to deliver 80,000 extra annual starts by 2020

"Every leaver who gets the grade" — much easier to enforce minimum school leaver grades on advanced level three apprenticeships. However, 80,000 starts not achievable without level two programmes so are we to see pre-entry requirements placed on the new level two standards? They may have 'stumbled' on a positive proposal as it sends a high profile message to schools, parents and not least students that 'prior achievement' will be just as important to secure an apprenticeship as to pursue FE/higher education in the future. In the absence of sophisticated careers service it might just raise the apprenticeship

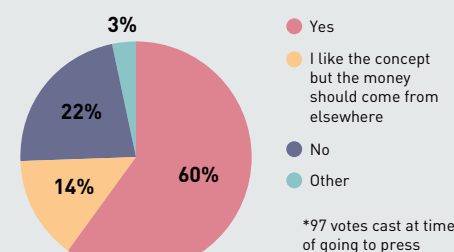
up another notch in the public domain.

Terry Fennell
SFA in multi-million pound non-apprenticeship payout

AS an ILP with outstanding performance for English and maths delivery we failed at every quarter last year to grow our ASB allocation to support this important government priority, being told that all funding was allocated. We then find out that there was an £111 million ASB underspend by providers in 2013/14, £93 million of which was in colleges that they were allowed to keep (for no delivery). For this windfall only to be allocated to colleges (and LAs) and none to ILPs once more smacks of an uneven playing field.

Mike Motley

VOTE RESULTS



Readers of *FE Week* have thrown their weight behind the National Association of Adult Continuing Education (Niace) plan for a "national advancement service".

Niace has called for £100m of existing funding to be diverted to pay for careers coaches and personal budgets for those trying to improve their employment opportunities through the service.

Dear



Dr Sue

Email DrSue@feweek.co.uk for help from sector agony aunt Sue Pember on the third Monday of every month. The best question wins a £100 Amazon gift card

AAC | 2015

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TWO WEEKS TO GO**

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Supporting apprenticeship providers during a time of major reform

NEWLY CONFIRMED SPEAKERS

HOST ANNOUNCED



KIRSTY WARK

Broadcaster and journalist



CHUKA UMUNNA MP

Shadow Secretary of State for
Business, Innovation and Skills

DAY TWO



LORNA FITZJOHN

Ofsted - Director, Further
Education and Skills

DAY ONE

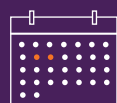


BRIAN WISDOM

Chairman, Federation for Industry Sector
Skills and Standards

DAY TWO

DATE:



March 9 to 10,
2015

VENUE:



Venue: Queen
Elizabeth II
Conference Centre,
Westminster, London

**DAY ONE:
FUNDING AND
QUALITY**

**DAY TWO:
DELIVERY,
ASSESSMENT AND
AUDIT**

The *FE Week Annual Apprenticeship Conference and exhibition 2015 (AAC2015)* will provide an unprecedented opportunity for those involved with the delivery of apprenticeships to come together to learn, share and debate during a time of major reform and on the eve of a General Election.

Taking place on the first two days of National Apprenticeship Week (March 9 to 10, 2015) and in partnership with the Department for Business, Innovation and Skills (BIS), the conference will offer a mixture of key note speeches from Government Ministers and Shadow Cabinet members, to in-depth practical sessions with Nick Linford and other technical specialists.

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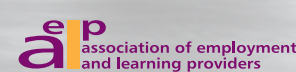
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PROFILE



I took to FE straight away as it's education for a purpose — teaching young people to engage in the economy and behave as adults



A COMPREHENSIVE START TO A POST-14

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A career in post-school education seems to have been on the cards for Paul Grainger right from the day he started his very first job.

As co-director of the centre for post-14 research and innovation at the Institute of Education (IoE), it's an age group he has long found professionally more rewarding.

His first job, in 1973, was teaching English at Wilsthorpe Comprehensive School, near Derby, but he moved into FE two years later at North East Essex Technical College and School of Art, in Colchester.

"I absolutely loathed teaching in a school. The children had no ambition at all," says the father-of-four, from Birmingham.

"I took to FE straight away as it's education for a purpose — teaching young people to engage in the economy and behave as adults.

"I started off at my first college just lecturing English, but also started teaching for a pre-vocational training course that allowed students to sample several different vocational areas like retail, horticulture,

business and caring. I was made head of department for O-level resits in 1980."

He has been with the IoE, which is part of University College London, since 2006, initially just to run its post-14 network for London providers and local authorities involved with educating the age group.

"It has involved organising a lot of conferences and seminars for like-minded people interested in post-14 education," explains 65-year-old Grainger.

"I was also able to help launch the Centre for Post-14 Innovation and Research in 2007. We are an academic group who run courses, conferences and do consultancy work.

"We also do serious research into post-14 education, particularly looking at policy. We're constantly talking to ministers and policy makers looking at things like whether A-levels should be replaced with a baccalaureate system [which involves studying a wider variety of subjects].

"We think that would give learners a broader range of skills and prepare them better for work and life."

However, his own preparations for work and life were dealt an early blow with his

introduction to schooling at the age of four coming within a hospital setting as he recovered from polio.

The disease left him without use of his left arm, which was amputated four years ago, and a weak upper-body.

"I was more or less the last case of polio in this country, because the vaccination came out a few weeks later," he says.

"I was eventually moved to an old tuberculosis hospital in Windermere where I recovered for the next nine months. My parents [mum Joan and dad Ken] were only allowed to visit once a month and I actually had my first school lessons there.

"I think it was natural for me to develop an inclination towards academia as I couldn't play a lot of sport as a child."

He adds: "My illness definitely influenced my career choice, as well as I suppose my parents both having been teachers.

"When you have had polio your options are fairly limited. Teaching was a fairly stable option for disabled people to go into."

Joan started her working life as a junior school teacher, but, said Grainger, government rules at that time preventing

married women from teaching forced her to change careers when she tied the knot with Ken in 1949.

"She worked for the Government National Survey doing market research for the rest of her career, which fitted well around raising children," he says.

"My parents were both children when the Second World War started, but joined-up around the time of D-Day and went with the advancing allied forces through France.

"My dad was an RAF weather forecaster and my mother was a radar operator in the Army.

"My dad heard you could get demobbed faster after the war finished if you went into teaching, so that's how it started for him.

"He was promoted quickly and became a head teacher at Cadishead School [in Manchester] aged 35, before moving to the larger Holy Croft School, in Keighley [Yorkshire], which is the main area I remember growing up in from the age of 11. I regard myself as a Yorkshireman."

Grainger would go on to achieve a first class degree in English and politics from Keele University in 1972 and completed



It's a personal thing

What is your favourite book, and why?
The Voyage of the Beagle by Charles Darwin. It's a young man's adventure story. A trained naturalist sailing round a partially explored world keenly observing strange phenomena. He has not at the time developed the theory of evolution but throughout the book, tantalisingly, the penny is about to drop

What do you do to switch off from work?
I enjoy gardening. I can't play much sport because of my disabilities, so that keeps me fit. It gives you a good all-round workout. Two of my other great loves are drinking a good pint of beer and travelling on steam trains

What's your pet hate?
Management speak — silly phrases like 'going forward' and 'take it on board'

If you could invite anyone to a dinner party, living or dead, who would it be?
John Donne, who I think was the wittiest poet of them all. I would also probably invite Geoffrey Chaucer and another writer from the Middle Ages called William Langland. I would ask Emily Bronte along too

What did you want to be when you grew up?
I very much like the theatre and might have been interested in acting, but that was not really an option because of my disabilities

a masters degree at the University of Birmingham, focusing on poetry in latin preaching manuals from the 14th Century, a year later.

But, having made a start to his working life at school and then college in Colchester, Grainger's career was put on hold in 1984 when he was involved in a car crash that killed his 63-year-old dad.

"We were pootling along up the A12 in Chadwell St Mary [Essex] when someone crossed the central reservation and hit us head-on," says Grainger, who lost his 80-year-old mother 18 years later.

"My father was killed and it broke every bone in my body. It's something you never quite get over, as you can't help thinking 'what would have happened if I'd stayed at home that day'."

He took around six months to recover enough to return to work and the traumatic period coincided with Grainger's divorce from first wife Victoria.

He opted for a change of scene the following year, moving to South Thames College, Wandsworth, as head of department overseeing BTec and bridging courses

preparing learners who had done badly at school for vocational training.

He then spent five years from 1990 as an FE inspector for Wandsworth Local Education Authority (LEA), in the days before inspections were carried out by Ofsted.

The LEA also tasked Grainger, through his role as an inspector, with improving vocational training facilities at local colleges and schools.

He was given a £2m budget, through the government's Technical and Vocational Education Initiative, to pay for new facilities such as computers and better libraries.

He said: "It was part of a wider move to encourage more students into vocational education, much like what is happening today — so what goes around comes around."

Grainger's next job, from 1995 to 1997, was as vice principal and director of curriculum at Wigan and Leigh College where he says "the local mining industry was being run down at that time and a lot of manufacturing businesses were closing".

He added: "It meant that fathers and mothers were often being laid-off at the same time and they needed retraining. We did a lot

Grainger on a beach holiday with daughter Maud (left) and son Harry



Wedding day bliss. From left: Harry, Grainger's wife Liz, grandson James (with train), bridesmaid Jayden Trubshaw and son Marcus



Grainger on his university graduation day with dad Ken



Grainger (rear) with, from left, Ken, mum Joan, Harry and Grainger's paternal grandmother, Elsie



Grainger (centre) with, from left, daughter Imogen, Marcus, Harry and Maud



Grainger (centre right) with the family boat, Bronte Gold, and, from left, Harry, Ken and Maud

of work re-educating people to use computers and giving them other skills to change careers."

His was appointed vice principal and director of curriculum at South East Essex College, Southend, in 1997 and says: "I worked under a brilliant principal called Tony Pitcher who had a huge influence on me.

"He took a college which had been moribund under the local authority and used the benefits of increased independence through incorporation [from 1994] to make it extremely efficient both in terms of education and finances.

"Our proudest moment was beating one of the local grammar schools in 1999 with A-level point scores. I also oversaw the establishment of links with the University of Essex. It was one of the first moves into higher education for an FE institution."

But Grainger admits to having found it a "bit of a culture shock" when was he was appointed principal of Widnes Sixth Form College in 2000.

"It was quite a lethargic college and I was brought in to shake things up. We expanded

and became the Widnes and Runcorn Sixth Form College and our turnover went from £2m a year to £7m.

"However, I admit that I misjudged the level of local support for keeping it a sixth form college. I was working towards making it into a general FE college, but my governing board disagreed with me and we agreed to go our different ways in 2005."

Grainger divorced second wife Heidi the following year, but last September married Liz in a service attended by his children Harry, 37, Maud, 34, Imogen, 26, and Marcus, 24, and grandson James, five.

He says: "It is wonderful being married again to a lovely woman. Liz walked across a farmer's field in her wedding dress to the church in the village of Thornton Curtis, North Lincolnshire, where we live.

"My sons dressed in full morris dancing garb and formed an arch of honour for her with their sticks to welcome her.

"It's quite strange sometimes to think that I'm now past the age that my dad passed away, yet I'm still having all these rich experiences and will hopefully have many more to come."

EXPERTS

SECRET PRINCIPAL

The principal of a large and well-established FE college writes about life at the top — the worries, the hopes, the people and the issues they have to deal with every day.

We're just half way through the year already and what a year it is shaping up to be.

While the wait for the Skills Funding Statement stretches into February for a second consecutive and frustrating year, there has been plenty going on at my college.

There is some really positive and exciting work being done by both my students and staff and I'm pleased to say there is a general feeling of positivity and progress all round.

However, there is a 'but'. Last week, I was stopped and asked by a staff member about the budget cuts and if I knew yet how bad it was going to be.

It struck me immediately that staff in most colleges are now so used to the annual cull and bad news that more bad news is almost automatically expected — and I found that particularly sad and worrying.

My college will, along with every other, experience painful and savage adult funding cuts.

Indeed, one of my vice principals has speculated it could be as much as 20 per cent.

But does it really matter? Well, yes it does, because for the last three years there have been deep cuts in adult funding nationally.

I found it laughable that recently the sector was commended on its ability to deal with this so well.

Personally, I think we have rolled over and allowed this to happen. Enough as they say is enough.

The idea of protecting the FE and skills budget has had quite some coverage of late despite being seen by the parties as one of the less vote-filled battlegrounds. Labour and the Lib Dems say they will ringfence 16 to 19 spending within the education budget, but the Tories won't.

This might sound a crumb of comfort, but it's somewhat of an empty promise if within that ringfence 16 to 19 money can be shifted to schools — and this is a very real concern.

Especially considering rumours of around 50 colleges failing financially, for one reason or another.

Just imagine the national uproar if the relative number for schools was banded about. Dr Lynne Sedgmore's recent article speculated as to the reasons this was happening and suggested the affected colleges had been hit by a "perfect storm" — more like a hurricane in my opinion and we're not through it yet.

Meanwhile, the college sector will go about its business — a business that seems increasingly to involve stepping in where others have failed or turned away from the challenge. I'm thinking of prison learning here and of academies. I'm also thinking of improving the English and maths skills of those let down by school provision.

My college will, along with every other, experience painful and savage adult funding cuts. Indeed, one of my vice principals has speculated it could be as much as 20 per cent

So we need to continue to raise the profile of our sector with MPs and ensure they understand the value and worth of education by providing as rich and diverse offer to our communities we can.

Colleges always have and will continue to respond positively to government policy and change — we're past masters at this.

Going back to the 50 or so colleges that are struggling, it must be crushing to colleagues who have worked so tirelessly and in some cases for so many years to suddenly find out your college is no longer financially viable.

Colleges that over extended themselves through capital projects are faced with stark choices as demonstrated by FE Commissioner Dr David Collins' recent proclamation to sell off a site in his old patch in Cheshire. Dark days for many ahead I would suggest and some tough choices too for many.

Indeed, I wonder how many colleagues will simply decide it's not worth the worry, retire or seek an alternative way out. I am conscious of at least four who are already doing just that.

Secret Principal



IAN CLINTON
Principal, Stockport College

How to 'detoxify' a grade four-rated college

Ian Clinton took over at Stockport College in the wake of an Ofsted inadequate rating and within a year his work was recognised with a grade three result. Here he outlines key areas of focus in the quest to improve as he prepares to pass on the principal baton in April.

Taking on the principal's role at a college that has been called 'toxic' is not for the faint-hearted.

Recent examples have seen sector 'grandees' struggle to achieve impact during interim or new roles.

I believe you need to take on such a role for the right reasons, namely to make a difference for students, staff, the local community together with businesses.

Students often only get one chance and therefore forget strategy in the first instance, and focus on what a good head of a department does. There needs to be a rapid, clear and focused drive to get the focus right.

Timetables to retain students by putting Functional Skills in the middle of the day not either end. Ensure staff comply with register completion and that they chase up each and every absence from day one and not wait several days for contact. Poor attendance is often a precursor to dropping out, use a carrot and a stick approach that includes rewards from free breakfast, trips and visits but also involve parents and employers as appropriate.

It is essential, to my mind, to take quick decisions and stick to them. Also take the big decisions yourself, but allow colleagues to take those that are not 'mission critical'. It is a false assumption that grade four colleges only have grade four staff.

Often, there are individuals and indeed teams as talented as in grade one institutions. Exploit that, share best practice, promote those staff and listen to them. Staff voice is as important as student voice. It is also important to catch staff 'doing it right' and as much as possible make sure all good news is celebrated and communicated to the wider college community and beyond.

The Corporation Board sometimes wants interims to 'steady the ship' and come up with a plan. I would never take on a job on that basis as standing still means you will get further left behind. The focus needs to be on driving up standards and maximising the 'soft' impact measures.

Success rates are achieved largely once per year, but many measures of effective outcomes can be delivered in-year, these include work experience, enrichment,

student appreciation of Lesbian, Gay, Bisexual and Transgender (LGBT) issues, diversity of Preventing Violent Extremism (PVE).

There is no doubt that bringing in expertise through external appointments or interims can be invaluable. Such colleges are 'baggage light' and can help you implement a whole college transformation process.

Of course, this will not account for much if you do not tackle the financial health of the institution from day one. This may well mean redundancies, staff morale issues and trade union hostility. My view is to get on with it quickly, communicate on an on-going basis with the whole college and to make sure the rationale is clear and that you are doing it for the long term and student centre gains despite the short term heartache.

Reliable and accurate data is essential and if your MIS system fails to deliver, get a better one and ensure all staff 'own' it. There can only be one system and one 'answer'. Equally, it is important that as principal, you 'sample' and triangulate across your college.

It is a false assumption that grade four colleges only have grade four staff

Know what is going on, at least in part of every corner of the college. Talk to staff and students and take the 'long way round' to get to the next meeting.

Try not to be over precious about the governance/management divide. Encourage your board to challenge but also expect them to be critical friends — they are here to help, so use them for walkthroughs, student and staff councils etc.

I have found the FE Commissioner and his team to be tough yet immensely helpful. With Ofsted, it is important to challenge their initial assumptions to make sure you make your college progress obvious.

In conclusion, a few pointers, do not overdo external meeting attendance, your priority is in the college; keep a clear sense of proportion on all things FE, remember to enjoy what is still a fantastic job and to make sure you have the occasional chuckle over Sir Michael Wilshaw's latest attempt to play politics.

Lady Morgan fleshes out her views on the performance of the FE and skills sector in light of the House of Lords Digital Skills Committee inquiry.

The FE sector will be essential if the UK is to become a global digital leader. It has to be there from the age of 16 and throughout life and have the flexibility to support all.

Digital businesses can locate anywhere in the world, and if we fail to provide the right conditions for them to flourish in the UK, the UK will become a branch economy, much less prosperous and influential than it could be.

The sector will also play a significant role in developing specific and high level digital and technological skills, which support digital businesses, with the recent announcement of a National College for Digital Skills in London with support from employers such as IBM, Deloitte and Bank of America.

The Lords' Select Committee on Digital Skills heard much evidence about skills shortages, at all levels in the economy.

The committee's report, Make or Break: the UK's Digital Future, examines how these shortages affect potential employees with a lack of basic level skills, through to top level 'digital makers'. The development of new tech clusters is jeopardised by these shortages.

However, evidence to the committee showed some systemic problems in the FE sector.

There is traditionally a low regard for vocational learning that damages the reputation and aspirations of FE colleges.

Over recent years there has been a decline in the number of apprenticeships taken up



LADY MORGAN

Labour peer, House of Lords digital skills committee chair and former chair of Ofsted

Digital skills and the make-or-break challenge for the FE and skills sector

across all subjects, though this may now be changing.

Currently, a very small proportion of apprenticeships are in the IT sector — in 2013/14 less than 3 per cent of the total number of apprenticeship starts were ICT apprenticeships. Far too few apprenticeships are offered to those under 25.

Firms and employer organisations as well as local authorities and local enterprise partnerships have pointed to a slow and unresponsive qualifications system and the need for 'root and branch' reforms.

The way skills funding is allocated is not conducive to targeting FE provision to meet employers' needs. There is felt to be insufficient specialism — too much of every institution doing everything.

These are not all problems that the FE sector can or should solve alone. There is a huge role for increased industry input into all aspects of the FE system.

There is an opportunity for industry and FE to join up and work together to ensure the

sector has the aspirations and responsiveness to support the future economy.

For instance, general digital skills could be improved by including a digital element in all FE courses, as well as more specific courses for digital and technology occupations.

Skills funding needs to be used to rebalance the FE offer to meet employer needs and FE colleges need to be driving this change

Apprenticeships are fundamental to the future economy, and they can help plug the short and medium-term skills gap.

That is why we suggested that a digital element should be included in all apprenticeship schemes, as well as more specialised digital apprenticeships.

There is a need to tackle this negative perception among schools, teachers, head teachers and parents, so that young people in particular view apprenticeships as a viable route to high quality employment.

The qualification and accreditation framework requires greater consistency and longevity. Employer trust in the system will be strengthened by industry-designed and endorsed certificates, delivering the necessary high standards.

There is an important role for government too, in facilitating industry and college partnerships, and in ensuring the skills funding is used more effectively.

Skills funding needs to be used to rebalance the FE offer to meet employer needs and FE colleges need to be driving this change.

The Lords Committee on Digital Skills wants the UK to have a world-leading, responsive FE system for digital skills, brought about by a comprehensive employer-led review of FE.

We heard about examples of good and even great practice, but it is imperative that the FE system as a whole has an eye on the labour market of the future.

FE colleges need to be ambitious about their role going forward — and open to change. This means being agile and able to offer short, sharp and relevant courses throughout working life.

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MICK FLETCHER

Mick Fletcher is a founder member of the Policy Consortium, a director of RCU Ltd, a visiting research fellow at the Institute of Education, University of London, and a regular contributor to the *FE Week Experts* section

Politicians coming off the fence

As the countdown to the general election approaches the two-month mark, Mick Fletcher assesses the early FE and skills sector battleground of ringfencing.

For some time now it has seemed that there is little difference between the main political parties in respect of FE policy.

They are all in favour of apprenticeships, keen on English and maths, and give rhetorical support to removing the academic vocational divide.

They all talk of devolution, are keen on new types of institutions like University Technical Colleges and assert, without presenting too much evidence, that FE colleges need reform, with specialisation the answer.

As the general election approaches, however, some important differences are beginning to emerge.

In the last couple of weeks both Labour and the Conservatives have set out their overall strategy for education finance.

The Conservative proposal is to maintain funding per school pupil in cash terms — ie

it will ignore inflation, but take account of growth.

Whether college budgets are protected depends on what happens to apprenticeship funding — and that is where another difference seems to be emerging

The Labour proposal is to maintain funding levels for schools in real terms — ie adjusting for inflation, but apparently ignoring growth in pupil numbers.

Sam Freedman, head of research at Teach First, has calculated the difference is not great. On reasonable assumptions about inflation, the Conservative cut could amount to 10.5 per cent over the life of the next parliament and the Labour cut 9.5 per cent.

After years of real growth in school budgets either would be hard.

An important difference however is that Labour explicitly sees the 16 to 19 budget subject to the same sort of ringfence, while the Conservatives would stay with the current policy, which excludes post-16 work and has therefore seen sixth forms and colleges bear the brunt of Department for Education (DfE) cuts. So while Sam is probably right that there is not much difference for schools as a whole, schools with sixth forms and post-16 providers would appear to benefit more from the Labour stance.

This is amplified by the fact that over the next five years the total number of 16 to 18-year-olds is set to fall while those aged five to 16 will increase substantially.

There will clearly be pressure within DfE to respond to changing demographics and the Conservative proposals offer no guarantee that post-16 budgets will not continue to be robbed to pay for growth lower down the school system: but does Labour promise any better?

Some have argued that if pre- and post-16 provision is within the same ringfence that is exactly what will happen so it is worth looking carefully at what the Labour statement says — “Labour will transform FE colleges: because we will ringfence the 16 to 19 FE, sixth forms and apprenticeships budget — ensuring that it

rises in line with inflation — we can support the reform of FE colleges into new Institutes of Technical Education.”

This statement, repeated in slightly different ways, does suggest real terms protection for the post-16 budget. Whether college budgets are protected however depends on what happens to apprenticeship funding — and that is where another difference seems to be emerging.

Labour has repeated a commitment to restrict apprenticeships to provision at level three and added to that a ‘guarantee’ that anyone who ‘gets the grades’ would be able to start one.

Getting the grades seems to be defined as two A-levels, so the future of 16 to 18 apprenticeship provision, much of which (hairdressing and construction particularly) is at level two, would appear to be bleak.

The Conservatives by contrast have proposed to create 3m apprenticeships without much detail on how or what will count.

The choice on apprenticeship policy seems to be between a Conservative proposal that is generally vague and a Labour one that is quite precise but with a big hole at its centre.

What the FE sector needs to know is what exactly is proposed for those young people who are not doing A-levels prior to choosing between a degree or a high status apprenticeship at age 18.

If the apprenticeship route is cut off, and FE colleges are steered towards work at levels three and four to become Institutes of Technical Education, what is the newly ring-fenced 16-18 budget for?



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Learner counting down the days to game show final

Stockport College learner will pit her wits against some of the quickest brains in the country next month after reaching the grand final of Countdown.

Tracey Mills, aged 43, who studies GCSE maths and English at the college, won eight games in a row in a

run of victories that means she will be granted one of the top seeds in the final.

The mother-of-three first went on the show in 2001 but was knocked out in the first round.

Tracey, who plans to go onto study criminology at university, said: “It is nerve-racking but a very enjoyable experience. My husband and family are all very proud. It is a great experience with the presenters and celebrity guests offering a warm welcome and support.”

The final shows will be transmitted in June.

Stockport College learner Tracey Mills is through to the grand final of Countdown



From left: Shaun Welling, Ben Campbell, both aged 18, Harry Hellard, 16, Henry O'Brien, 17, and Bailey Thomas, 19, with lecturer in agricultural engineering, John Dixon



College team beats nine-minute tractor rebuild challenge

Students at Wiltshire College performed a quickfire display at the Royal Bath & West Showground as they warmed up for their tractor rebuilding races at next month's World Tractor Show.

The first year learners, studying a level three diploma in land-based technology, took part in the two-day Somerset Vintage & Classic Tractor Show and managed to rebuild a tractor and get it running in eight minutes

45 seconds.

The team stripped and rebuilt a Bicton College tractor four times and as a feature of the show they also received a donation of £200 from the organisers for the Wiltshire Air Ambulance.

John Dixon, lecturer in agricultural engineering, said: “It was a fast time — anything under nine minutes is quick to rebuild a tractor and get it running again.”

Diana Award recognition after cancer struggle

After a traumatic few years battling with more than just her own cancer, 18-year-old Jalé Turner from Sir George Monoux College has been recognised with the prestigious Diana Award for her charity work for Teenage Cancer Trust, writes Billy Camden.

An East London teenager's determination to turn her own terrifying brushes with cancer into a positive experience to benefit others has been honoured with a Diana Award.

Jalé Turner was diagnosed with thyroid cancer in 2013 — just a year after her sister, Sabrina, had recovered from ovarian cancer.

And the 18-year-old, who studies A-levels in performing arts, sociology and media studies at Sir George Monoux College, went on to raise more than £1,000 for the Teenage Cancer Trust following her own recovery.

She was honoured for her fundraising effort with a Diana Award last month after being nominated by dance teacher Baris Celiloglu.

“When I found out I won I was ridiculously shocked, I didn't expect to win. I started crying, Baris started screaming, I was pretty ecstatic and very honoured,” said Jalé, vice president of her Walthamstow sixth form college's student union.

Jalé raised funds with a party in September 2014 that saw more than 90 guests with entertainment from the college's performing art students and other local talents, plus a raffle and games.

Ms Celiloglu said: “I nominated Jalé for a Diana Award because of her zest for life, commitment to her studies and passion for inspiring other young people. She is an incredibly resilient and determined young lady who has triumphed over great adversity.”

Jalé's battle with cancer had started half a year after her sister, now 20, had recovered from her cancer.

After feeling symptoms, doctors told Jalé that she was just “stressed out”, but when a lump appeared on her throat, they diagnosed her.

“It was really scary. At the time I was about to take my GCSEs and I was scared I wasn't going to be able to go to college,” she said.

“In some way I think I had mentally prepared myself because I could feel what my body was doing and that something wasn't right. It reached a point where I was more relieved that we knew what it was and it could be treated.

“Once I knew my diagnosis I was 100 per cent sure that I was going to get through it and it was going to get sorted.”

Jalé will now attend an award ceremony on March 10 as well as a concert on March 5 as part of the Diana Award where she will get the chance to meet patrons of the award, Prime Minister David Cameron and Prince Harry.

Ms Celiloglu said: “I am incredibly proud of her. Not only is she an extremely talented performer and an exemplary vice president of

the student union but she has shown the world what can be achieved against all odds.”

Jalé said: “If any students have a passion for something then I try and bring that to the college and figure out how to support them and get them to campaign and give them the chance to do what I have done.”

From left: Learner Jalé Turner and dance tutor Baris Celiloglu



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& MOVERS SHAKERS

Your weekly guide
to who's new and
who's leaving

A decade's career in the chief executive hotseat has come to an end for Denis Hird at Kent-based independent learning provider JTL.

He has stepped down and is due to be replaced at the end of next month by former Chartered Institute of Public Finance and Accountancy (CIPFA) managing director Jon Graham.

Ian Livsey, JTL chair, said: "Denis has made an enormous contribution to JTL and he leaves with our very best wishes.

"He has kept me closely informed of his plans throughout and although I know he will be pursuing his own business interests in the future, I am sure that he will continue to be involved in some way with training and development in the building services engineering sector."

JTL, based in Orpington, was rated as good by Ofsted after its most recent inspection just over two years ago when it had around 4,700 learners mainly aged 16 to 18 and on advanced apprenticeships in electrical, plumbing, heating and ventilating, and

engineering maintenance trades.

Mr Graham, a qualified FA referee and ECB cricket coach, said: "JTL has a proud record in supporting the well-being and development of skills in the electrical, plumbing and heating trades and this is reflected in some great progress over the last 25 years.

"The company has many highly skilled and dedicated staff and I am looking forward to working with them in helping JTL develop

and grow its impressive services.

"The challenge is now taking the organisation to the next level and I am greatly looking forward to my new role."

Meanwhile, the overhaul of Lewisham Southwark College has been completed with the appointment of Chris Bilsland OBE to corporation chair having already served as a governor since December.

He takes over from John Landeryou following a short handover period, which

comes just weeks after it was announced Carole Kitching would be taking over as principal in a permanent capacity from July. She will replace interim leaders Jo Lomax and Ioan Morgan, who ditched the college's failed Lesoco rebrand amid ongoing work to improve from the grade four inspection result of January last year.

"I am very proud to have been appointed as chair of Lewisham Southwark College at this vital time," said Mr Bilsland, a former chamberlain of the City of London and CIPFA president.

"I know how important the college is to South London.

"Having got my life chances as a result of going to an FE college, I am determined to ensure that Lewisham Southwark College once again becomes a beacon of good practice."



Denis Hird, Jon Graham, Chris Bilsland and John Landeryou

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The College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. An enhanced DBS check will be carried out on the successful candidate. Bishop Burton College is committed to Equal Opportunities for all.



Does your drive match our ambition?

Competitive salaries

At Ealing, Hammersmith & West London College we provide significant support to enable our learners to achieve and succeed, accomplished through life changing education, training and skills within a vibrant multicultural learning environment.

As one of the UK's largest colleges with circa 1000 staff and 26,000 students, we have a relentless drive to ensure that our learners, commerce and community is at the heart of our aim to enable learners to achieve and make a social and economic contribution. The College contributes £549.4m to West London's economy each year.

We are now seeking a number of Executive Directors to join us on the next stage of development. You will be able to grasp policy and turn it into reality through prioritising and identifying sustainable growth opportunities, while understanding the challenges of leading in the FE sector.

We are recruiting for the following roles:

Principal Ealing
Principal Hammersmith
Managing Director Planning & Business Development
Executive Director Finance & Shared Services

With a proven track record in their specialist field, the successful candidates will demonstrate significant experience of leading and embedding cultural and structural change.

Through strong and effective leadership, you will put the student experience first and have the ability to inspire and influence internal and external relationships.

Working closely with the Chief Executive and other senior colleagues, you will be familiar with operating at a local, regional and national level; informing and influencing debate and discussion in relation to further education, training, skills and development.



To apply visit:

aocreruit.co.uk/ealing-hammersmith-landing/

Acton, Ealing, Hammersmith, Southall

wlc.ac.uk



ehwlc



Activate Learning is a group which brings together secondary, further and higher education, along with workforce training, management consultancy, commercial businesses and social enterprise. At Activate Learning, we believe that education should inspire and develop the change-makers of the future. And to succeed we know that it must lead by example. Our purpose is to empower people to go further in learning and in life, by recognising their unique qualities and by providing an environment which builds confidence, raises aspirations and equips them to succeed.

Group Director of Finance

Oxford

Up to £80,000 plus benefits

We are seeking to appoint an experienced Group FD to lead us through the next challenging phase of our expansion. The role is a complex one, requiring an outstanding level of commercial awareness and the ability to maintain the highest professional standards while working under pressure and to tight deadlines. You will lead an established team who are on a journey towards being an 'exemplar' service. The team's role is to ensure appropriate financial structures are in place for the effective monitoring and optimum performance of the group and to support the maintenance of group financial health, in accordance with the strategic plan.

Of graduate calibre, you will be a qualified accountant with significant post qualification experience, you will be already working at director or deputy level in a similarly complex environment. You will have a collaborative approach, but will be personally resilient and able to hold your own in a challenging environment. Experience in the education sector is desirable but not essential.

Join us in our journey of transformation as we provide new and innovative approaches to learning.

For an informal discussion on the role please contact **Stephen McCormick, Group Deputy Chief Executive Officer** on **01865 551004** or **stephen.mccormick@activatelearning.ac.uk**.

To apply online please follow the following link:
www.activatelearning.ac.uk/AL-our-people/current-vacancies



SHAPING THE FUTURE

Principal + Chief Executive

£competitive + relocation

Sussex Downs College is one of the largest Further Education colleges in the South East with campuses in Eastbourne, Lewes and Newhaven. Recognised for our commitment to partnership working, we have strong relationships with over 1000 local employers, other educational providers, local authorities and voluntary and community groups.

With a comprehensive curriculum, a strong commitment to every learner, a rating of Good from Ofsted, and an annual turnover of £37m, we are poised to take advantage of the opportunities offered by the new FE landscape. Our current Principal is retiring later this year and we are seeking a new Principal to join a progressive and ambitious governing body.

Key to success in this role will be your ability to ensure that the College responds effectively to current challenges, as well as to work with governors to develop and implement a longer term strategy with a strong commitment to innovative partnership arrangements. As a member of the 157 Group of colleges, we're used to influencing the

national agenda and we expect to be a key player in shaping the strategic direction of further education in our region.

Already an experienced FE leader, you will be no stranger to the challenges of successfully managing a complex college in the current climate. An outstanding people manager and ambassador, you will be able to develop and communicate a compelling vision for Sussex Downs College, our partners and the communities we serve. If you're ready to take the next step in your career this post presents a significant opportunity for professional rewards and to make a difference on a wide stage in leading the College on the next, critical phase of its development.

Visit www.leadssussexdowns.co.uk to find out more or contact Trudy Searle or Mike Galloway at Navigate on 07791 090141/07765 595758. Closing date: 16th March. Longlist interviews: weeks commencing 6th & 13th April. Final interviews: 27th & 28th April.





Building a better future, one life at a time.

Vice Principal

Quality & Student Experience

£competitive + relocation

Loughborough's a growing, popular and high-achieving college. We're noted for our sports provision – with over 1,000 sports apprentices and a haul of 31 medals for students, staff and alumni at the last Commonwealth games – but there's so much more to our story.

We offer a diverse range of courses from Foundation to Degree level and all our 11,000 students receive an exceptional learning experience, in a high-quality and expanding campus. Our brand new facility, The Hub, opened in 2014. It provides cutting edge facilities for teaching and learning, and is home to the Loughborough Arts Academy. We also have a new £13m Sixth Form centre in the pipeline which will open later this year.

We've set ourselves ambitious targets and the pace of change is rapid. But that's exactly what excites and inspires us about writing the next chapter for Loughborough College, and we expect it will be the same for you. Reporting to the Principal, you'll have strategic responsibility for Teaching and Learning, Quality and Student Experience across the College, and your background will ideally reflect this mix. We want to see evidence that you understand the student journey and the important contribution that student support activities can make.

An experienced FE leader, fully conversant with current inspection frameworks and quality management systems, you'll know what it takes to achieve and maintain outstanding performance. You'll be able to develop and share a strategic vision and engage others in achieving it, however fast-paced and changeable the operating environment. This is an excellent opportunity for an ambitious FE professional to gain broad and varied experience and make their mark in a successful and progressive college.

Visit www.loughboroughvp.co.uk to find out more or contact Trudy Searle or Mike Galloway on 07791 090141 / 07765 595758. Closing date: 13th March. Initial interviews: w/c 23rd & 30th March. Final interviews: w/c 27 April.



Lancaster & Morecambe College

Programme Area Manager in Business, Tourism & Hospitality

Salary £32,189 - £37,537 per annum
37 hours per week
Job Ref: MS 797

We are seeking to recruit an innovative and highly motivated individual wishing to develop their curriculum management career within the FE sector. This post offers the opportunity to lead and manage a well-established team dedicated to providing excellent educational and vocational opportunities.

Lancaster & Morecambe College was graded a Good College by Ofsted in January 2013. We are situated in an attractive greenfield site, a few minutes away from the shores of Morecambe Bay and within easy reach of the historic city centre of Lancaster, several Areas of Outstanding Natural Beauty and the Lake District National Park.

We seek to provide top quality education and training on our vocational courses and offer a range of work based learning opportunities including Apprenticeships and NVQs.

Benefits include Teachers' Pension Scheme, generous leave entitlement and opportunities for continuing professional development.

For full details including how to apply, please visit our website www.lmc.ac.uk

Closing date: Friday 6th March 2015
Interviews will take place on Thursday, 19th March 2015

Contact information:
Email: jobs@lmc.ac.uk
Address: Morecambe Road, Lancaster, LA1 2TY

Phone: 01524 521507



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RUNSHAW COLLEGE

Teacher in Mathematics

Ref 150268

Up to £30,201 p.a.

Runshaw College is one of the most successful colleges in the country, renowned locally and nationally for our outstanding results, friendly and supportive culture and focus on putting the student at the heart of all that we do.

We value our staff and students highly, and invest heavily in their development, support and wellbeing. Situated in Leyland, Lancashire, the College is near the M6, M61 and M65 and within commuting distance of Manchester, Liverpool and the Lake District.

You will join a highly successful and innovative team. Maths is the most popular subject in this College with over 1000 students taking AS and A2 courses and a further 700 studying GCSE. They are taught by a team of eighteen graduate mathematicians in a department identified by Ofsted as outstanding.

You should have a degree in a relevant subject and we would welcome experienced practitioners or newly qualified teachers.

Displaying some flexibility you will have the ability to teach AS and A2 Mathematics accompanied by the enthusiasm and willingness to teach on the GCSE programme

Applications are particularly welcome from individuals who have experience in teaching A level or GCSE maths.

Applications from individuals who wish to work part-time will also be considered.

Closing date is 12 noon, Friday 6th March 2015.

For further information and to apply, please visit www.runshaw.ac.uk and click on Vacancies. Alternatively, email Personnel@runshaw.ac.uk or call 01772 642004, quoting the vacancy reference number.

Runshaw College is committed to equal opportunities and safeguarding and promoting the health and welfare of all our learners.

www.runshaw.ac.uk



Maths and English Lecturers

Up to full Time hours 37 per week
permanent

Salary up to £33,753

(more for an exceptional candidate and additional incentives may be available)



Wigan & Leigh College are looking to recruit to its thriving Maths and English Team to a range of Lecturing posts. We would be interested in hearing from candidates who are looking for full or part time work.

The College also offers career progression opportunities.

The Maths and English Department at Wigan & Leigh College has continued to grow and is based across all sites in Wigan and Leigh and delivers at all levels of qualifications including:

- Entry level
- Level 1 and 2
- GCSE
- L3

We are looking for innovative and creative Lecturers who can inspire and motivate our students in these core qualifications.

Our Maths and English Division delivers both full and part-time courses and works as part of the wider College Divisions to ensure that Maths and English are central to our delivery across the board.

We are looking for professional Lecturers with a degree or subject specialism (L4 or above) in English and/or maths.

Wigan & Leigh College's philosophy is outstanding teaching and high achievement, to ensure our students are prepared for the world of work and returning learners are updated in line with national requirements.

For more information on this vacancy or to complete an application form, please visit our website:www.wigan-leigh.ac.uk/job-vacancies

For an informal discussion about the posts or to visit the provision, please contact **Karen Westsmith, Director of Maths, English and Foundation Learning on 01942 76 1174.**

The College reserves the right to interview for this post should we receive suitable candidates prior to the closing date.

Closing Date: TBC- please refer to College website



RECRUITING FUNCTIONAL SKILLS
TUTORS IN MATHS AND ENGLISH

The Skills Network, a leading training provider, is currently recruiting full and part-time flexible Functional Skills tutors, to support learners while they work to complete our blended learning Functional Skills/GCSE qualification in English and Maths.

ABOUT THE ROLE

As a Functional Skills tutor you will be responsible for providing face to face support to learners in half-day sessions at a local venue. And or you will provide remote/online subject specific support to learners, as well as providing encouragement and feedback with the assistance of Learner Support and Retention Advisors. You will be required to liaise with the Learner Support Advisors in our office, regarding support for learners and any areas of concern. Once appointed you will need to attend an induction/training day at a Mercia venue.

WHAT QUALIFICATIONS DO YOU NEED?

All applicants are expected to hold a relevant qualification in the following areas:

- A teaching qualification PTTLs/CTTLs/DTTLs/Cert Ed/ PGCE or equivalent (or working towards)
- Level 3 in Maths and/or English
- Experience in supporting the delivery of functional skills in FE.

To apply for a role, please visit www.theskillsnetwork.com to download an application form and send your completed form to careers@theskillsnetwork.com

SCHOOL OF
FOUNDATION
STUDIES

Vacancy: ESOL Tutor

Hours: 37 hpw

Contract Type: Permanent

Salary: £20,000 to £32,000 depending on experience

Closing Date: 12 Noon, Tuesday 3 March 2015


Ref: 2400

We are looking for an experienced ESOL Tutor to join our School of Learning Foundation and Support to assist with the delivery of the ESOL provision through the college. This is an established teaching role which will include teaching on a range of courses from Entry level to Level 2 and preparing students for QCF qualifications.

You will be joining a driven and dedicated team who are focused on supporting our learners to achieve and progress in their lives. In return you will benefit from 40 days annual leave, a competitive salary and CPD opportunities.

To apply, please download and complete an application form from our website; www.racc.ac.uk/jobs and return and to hr@racc.ac.uk by the closing date for your application to be considered.





Grantham College
www.grantham.ac.uk

Trainee Teacher with Maths Degree
Start date: 24 August 2015
Hours: 37 per week, 52 weeks per year
Salary: up to £17,000 per annum


An exciting opportunity has arisen for a Maths Graduate to join Grantham College to train to become a Maths Teacher/ Lecturer. We are seeking applications from Maths Graduates (or graduates who have a majority maths content degree). You must also have no previous teaching experience or qualifications. You will join us and study for your teaching qualification while working and will gain experience in teaching maths at Functional Skills, GCSE, A-Level and even vocational Maths in some subject areas. The successful candidate will be mentored by experienced Lecturers, gain teaching experience and be fully developed to take on a full time teaching role in September 2016. This role is not limited to recent graduates and we will also consider any individual with a Maths degree as long as you have no teaching qualification or experience but have industry experience, who wish to retrain as a teacher.

We can offer a pleasant working environment, career average pension scheme, continued professional development and a generous holiday allowance.

For more information or a full application pack please e-mail:
hrapplications@grantham.ac.uk

We are committed to equality of opportunity and welcome applications from all sections of the community.

All employment offers are subject to satisfactory reference and an enhanced DBS check.



**SKILLS TRAINERS
UNEMPLOYED PROGRAMMES
FUNCTIONAL SKILLS MATHS**
Calderdale College, Halifax, West Yorkshire
37 hours, Salary: £20,252-£25,656

We are looking for outstanding Skills Trainers with experience in the delivery and assessment of Functional Skills Maths to adult learners. You should have a proven track record of high success and a strong desire to share a love of Mathematics and encourage learners to reach their full potential.

To be suitable for this role you must have a relevant Maths qualification and have or be working towards a teaching qualification.

Please apply at the following:
www.calderdale.ac.uk/content/view/jobs/current-vacancies

Closing date: 12noon 9th March 2015



**FULL TIME MATHS & ENGLISH
TUTOR/TEACHER - £35,000PA OTE**

LOCATION: ENGLAND

Due to the outstanding successes of our work to date, we are looking to recruit a new team of 15 experienced Skills for Life tutors.

You will be delivering English and Maths from Entry Level through to Level 2, contextualised with a vocational award. Some delivery will be in the Health and Social Care sector, and therefore any experience in the H&SC sector would be an advantage but not essential.

The role will be working on a peripatetic basis, delivering in your region. Willingness to travel and your own transport are essential.

ESSENTIAL CRITERIA – PLEASE DO NOT APPLY IF YOU CAN'T COMPLY:

- Full time ONLY with flexible hours
- Have achieved a recognised full teaching qualification – Cert Ed / PGCE / DTLLS or equivalent
- Experience in teaching English and/or Maths
- Outstanding personal written and verbal communication skills
- A driving license and access to your own transportation

HIGHLY DESIRED CRITERIA:

- Experience of working with adult learners
- Working towards or have achieved a Level 4/5 Subject Specialist qualification in Literacy and/or Numeracy
- Excellent ICT Skills

The successful candidate will also be required to have a valid DBS Clearance Check.

In the first instance, please send an email outlining your recent relevant experience together with your CV.

NCC Skills Ltd is an Equal Opportunities Employer

No agencies please kate.french@nccskills.co.uk

www.ncc.ac.uk

ENGLISH AND MATHS JOBS



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TECHNOLOGY INDUSTRY

GET TO GRIPS WITH TEACHING COMPUTING

Our vision for Computer Science is to enable the next generation of students to be innovative with technology and to inspire you with a range of qualifications to suit every career path in a cutting-edge industry.

Our comprehensive range of qualifications supports students, no matter when, where or how they learn best.

#OCR_ICT

Find out how we can support your students' career path. Visit us on stand E1 at EICE, 26-27 February 2015, in Manchester.

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Oxford Cambridge and RSA

FE Week Sudoku challenge

| | | | | | | | | |
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| | | | | 1 | | | | |
| 1 | | | | | 8 | 3 | | |
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| | | 5 | | | | 1 | | |
| 8 | 2 | 7 | | | | 6 | | |
| | 9 | 1 | 2 | | 5 | | | |
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Difficulty:
EASY

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| | | 7 | 8 | | 6 | 3 | | |
| 5 | | | | | | | | 9 |
| | 3 | | | 1 | | | 8 | |

Difficulty:
MEDIUM

Solutions:
Next week

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Last Week's solutions

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 9 | 1 | 4 | 5 | 8 | 7 | 3 | 6 | 2 |
| 3 | 7 | 8 | 1 | 6 | 2 | 9 | 4 | 5 |
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| 7 | 8 | 9 | 3 | 2 | 1 | 6 | 5 | 4 |
| 1 | 6 | 3 | 9 | 4 | 5 | 8 | 2 | 7 |
| 5 | 4 | 2 | 8 | 7 | 6 | 1 | 3 | 9 |
| 6 | 9 | 5 | 2 | 1 | 8 | 4 | 7 | 3 |
| 4 | 3 | 7 | 6 | 5 | 9 | 2 | 1 | 8 |
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Difficulty:
EASY

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| 3 | 7 | 9 | 5 | 8 | 1 | 4 | 6 | 2 |
| 5 | 2 | 8 | 3 | 4 | 6 | 1 | 9 | 7 |
| 2 | 6 | 1 | 4 | 3 | 9 | 7 | 5 | 8 |
| 8 | 5 | 3 | 1 | 7 | 2 | 9 | 4 | 6 |
| 9 | 4 | 7 | 8 | 6 | 5 | 2 | 3 | 1 |

Difficulty:
MEDIUM

Spot the difference to WIN an FE Week mug



Spot five differences. First correct entry wins an FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.

The last edition's spot the difference winner was Andrew Watts, business systems manager at Wakefield College.

